The Role of Time Management to the Academic Performance of the College Students During Pandemic

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Abstract:

This study was undertaken to determine a statistical correlation between the role of time management and the academic performance of the college students during a pandemic. The population of the research consisted of distance learning students from the Department of Technology Teacher Education of Mindanao State University-Iligan Institute of Technology. One hundred eighty-two participants belonging to different courses who were selected randomly, ranging from first year to fourth year, participated conveniently in this study. Survey questionnaires regarding time management on a five-point likert scale were used to collect data from respondents and were disseminated through Google forms. Before utilizing scales, professionals in the field review them for validity. The variables' previous GPA correlated with .139 and a significance of .061 indicated that they have no significant relationship with how students manage their time. It is concluded that both variables have no significant relationship with each other and time management skills do not affect students' school performance significantly. However, students should be aware of time wastage and take responsibility for enhancing their time management skills and maintaining their grade point average.

Keywords: Time Management, Online Learning, Distance Learning

Introduction

In today's world, time is considered a valuable asset that can be allocated and used endlessly. It contributes to the college's instilling of a sense of time. All of an institution's resources, both material and human, can be enhanced or modified over time, however, time is the one thing that cannot be controlled, bought, or retained.

The ability to manage time properly is the key to a successful life and also places a high premium on planning (Phillips et al., 2000). Time management is critical for academic performance and accomplishment improvement. Every learner must be capable of successfully organizing their time and incorporating time management strategies. Time management is only achievable in this case through self-motivation; productivity, skill, and enthusiasm all require self-motivation (Rutte et al., 2005).

Due to COVID-19, schools around the world are forced to close, and with the absence of nearly 1.2 billion pupils from the classroom for safety purposes, e-learning has become the new way of learning. This led to significant shifts in educational practices, the most notable of which is the proliferation of e-learning, in which instruction is delivered digitally and through various digital platforms. (Li et al., 2020).

As a result of the coronavirus, distance learning which is generally associated with universities and colleges has now been embraced by educators and learners. Entire school districts and universities are obligated to develop effective online learning opportunities. Distance learning is a method of educating students digitally. Lessons and educational materials are distributed through the internet. Students are required to complete their school work at their homes, as they are not allowed for a face-to-face setup (TechSmith, 2021).

The technique of planning and carrying out specific actions without wasting time is known as time management. It's utilized to cut down on time waste and boost production and efficiency. Planning, organization, and coordination are all aspects of management. Time management is a technique for creating and implementing systems and technologies that increase efficiency, effectiveness, and production (Said, 2014). In most cases, poor time management results in late completion of activities or assignments. As a result, time management is an essential component of growth. You must effectively manage this resource to be successful in life. The most significant correlated predictor is time planning (Macan et al., 2000).

The Department of Technology Teacher Education has a great number of students enrolled in different fields or courses. The majority of subjects, particularly major courses, should be conducted in a laboratory setting to

inculcate skill development. Communication between teachers and students has a fundamental impact on how students perceive (Ayden et al.,2014). Students must understand how to manage the time provided to them, even when online learning allows them to choose their learning environment. Distance learning can be stressful for students who don't know how to manage their time well. The fundamental accomplishment of both distance and regular students is time management. Learners' academic performance is affected by poor time management.Consequently, the outcomes of this study may assist with time management for improved academic performance in distant and web-based education. Time management is significant, and it may have a substantial impact on the academic performance and accomplishments of students. Thus, the goal of this study is to find out how time management affects students' school performance.

Conceptual Framework

According to the evaluated ideas, research, and experiences, the proposed study is to identify the significance of variables that are related to the role of time management and the students' school performance during the pandemic.

The diagram below shows the independent variables and dependent variables. The independent variable is time management and the following, and the dependent variable is the effect or the results of time management on students' school performance during distance learning.
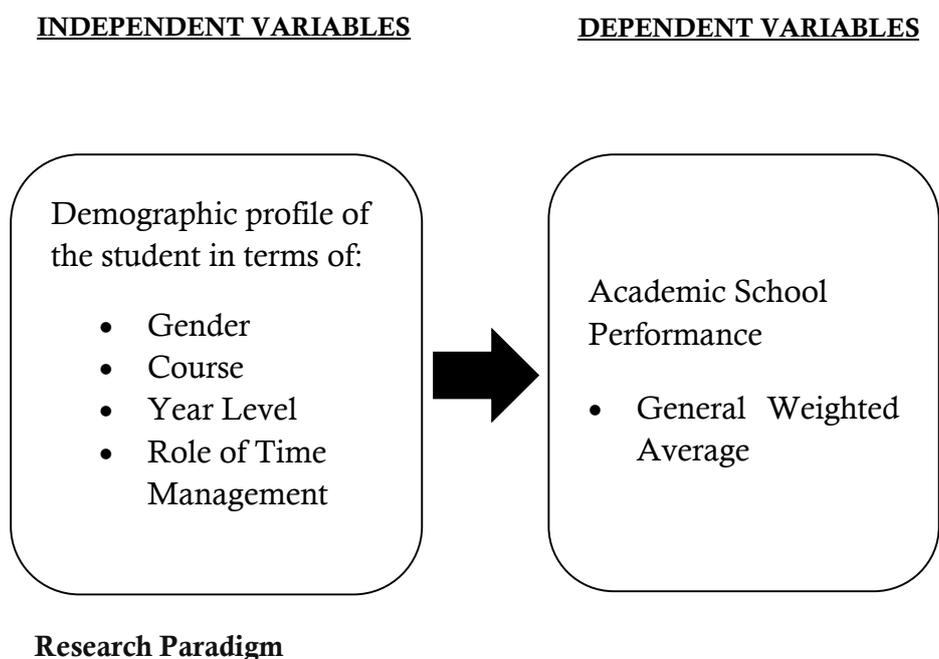
INDEPENDENT VARIABLES   **DEPENDENT VARIABLES**

Demographic profile of the student in terms of:

- Gender
- Course
- Year Level
- Role of Time Management

Academic School Performance

- General Weighted Average

Research Paradigm

Figure 1. The interplay of the dependent and independent variables

The figure above shows the relationship between the two variables, the independent and dependent variables. The independent variable covers the demographic profile of the students, which includes their age, gender, family income, course, year level, and GPA last semester. The other part is how students manage their time. The dependent variable is the perceived outcomes of the role of time management in the academic performance of the students during the pandemic.

Statement of the Problem

The goal of this research is to find out more about the role of time management in students' school performance in a distance learning setup during the COVID-19 pandemic. It aims to find solutions to the following questions: The general problem was specified below:

1. Age
   a. Gender
   b. Monthly Income
   c. Course

       d.   Year Level

       e.   Socio-economic

2. How do college students plan or manage their time?

3. What is the role of time management on distance learning among college students during the pandemic?

5. Is there a significant relationship between the students' time management plan to their academic performance?

4. Is there a significant relationship between the role of time management and the Demographic profile of the respondents?

Hypotheses:

Null: There is no significant relationship between the role of time management and the socio-demographic profile of the respondents.

Research Methodology
Research Design

The general technique that researchers use to integrate the many components of the study in a consistent and logical manner, with the goal of ensuring that they properly address the research topic is referred to as the research design.This study used a descriptive type of research using quantitative data. This type of research will help researchers to ascertain and analyze the relationships between time management strategies and students' school performance in a distance learning modality during the pandemic. To acquire the necessary data, an online survey was conducted using Google Forms with relevant questions. This study was undertaken at the Mindanao State University-Iligan Institute of Technology-College of Education in the second semester of S.Y. 2020-2021.

Research Participants

The proponent selected the college students of one of the prestigious universities in Northern Mindanao to be the respondents of the study that are enrolled in the second semester of S.Y 2020-2021. The Raosoft Sample Size Calculator was utilized in the study in determining the number of participants needed to conduct a survey. The calculation aims to determine an adequate sample size to estimate the population with good precision. Because there are many students, using this calculator will help the researcher determine the portion required from that population in a shorter period. According to the DTTE Chairperson, the overall population of students enrolled in the department is 361, therefore, at a 95% level of confidence the recommended sampling size should be 182.

Procedure

The researcher created a title that was approved by the professor, it also mentioned the general and specific problems that would be addressed by the findings of the study. The researchers used a descriptive method in this study. The researcher obtained the questionnaire for the survey from an existing study relevant to time management. The researchers will receive the informed consent from the dean and assent forms from the respondents. The stipulation of personal information confidentiality will be embedded in both forms. It will take an average of 1-3 minutes to answer the online questionnaires. Throughout the conduct of the report, all relevant ethical instructions were followed. The ethics review committee at Mindanao State University - Iligan Institute of Technology's College of Education has approved the research procedures that were used in the research.

Sampling

The process of selecting a subset of a population for the purposes of research and analysis is referred to as sampling. This subset of the population must satisfy a predetermined list of criteria. A sample is a representative portion of a population that is chosen to take part in a study. (Polit et al.,2004). For the sake of this investigation, the researchers will utilize a technique known as simple random sampling, which is a form of probability sampling in which a sample group of participants is chosen at random by the researchers.Useful results can be obtained without significant bias since the participants are selected randomly. Since the study is intended to ascertain the role of time management of the DTTE students during distance learning, the researchers chose to conduct the research on the available students online through google forms since the current situation is the new normal.

Data Collection

In this study, the researchers conducted an online survey questionnaire with the respondents to gather data. It was a structured type of questionnaire wherein the respondents answered the question based on what they

personally think and know about it. The researchers have a standardized questionnaire distributed online through an administered Google form. With the use of this method, the researchers will be able to collect data including their practices. In addition, with the use of data gathered, the researchers can construct an accurate result and meet the objective of the study. The estimated time required to collect this data increased from 8 to 10 weeks.

Measures/Instruments

This research entitled ''The Role of Time Management on Distance Learning among DTTE Students during the Pandemic" is quantitative. The research instruments of this study are based on the research problem. The survey form consists of two major parts. The first section is the profile of the respondents including name, age, sex, course, and year level. Part 2 on the other hand includes the difficulties encountered by the students and ways of coping with them and it has 15 survey questions. In order to gather the required information for this study, an online questionnaire was administered through Google forms. The questionnaire will be put through pilot testing in order to ensure that the research instrument is valid. During this testing, the questionnaire's grammar, spelling, and any other relevant criteria will be evaluated.

A Likert scale with five points was used to grade each and every one of the items: Absolutely not (1) Very infrequently (2) Occasionally (3) Occasionally (4) Frequently (5) Very frequently (5). The range of possible scores was from 15 to 75. When it comes to managing one's time effectively, higher values on the scale reflect greater proficiency.

The researcher collected the data through the use of an online survey questionnaire created with Google form. In this survey, the respondents were asked to confirm their participation in the survey invitation only after the researcher guaranteed the respondents' responses would remain private and secure. The researchers also sent each participant an individual email containing a link to the Google form.

Results And Discussion

No one anticipated the sudden change in educational practices that came about as a direct result of the pandemic caused by the COVID-19 virus. In spite of the fact that the disease was exceedingly contagious, educational institutions were required to make preparations and formulate plans in order to continue providing a high-quality education despite the unanticipated public health crisis. Table 1 shows that 100% of DTTE students agreed to participate in the research survey. Table number 2 obtained 96.7% of respondents ages 18 to 22 years old. According to Table 3, the overwhelming majority of responders (74.2%) are female. Table 4 shows that 56.6% of the respondents have less than 10,000 pesos monthly income. Table 5 shows that 36.3% of the respondents are from the course Drafting Technology.

Is there a significant relationship between the role of time management and the profile of the respondents?

Table 1 Frequency and Percentage distribution of the Respondent's profile in terms of their age

Age	Frequency	Percentage
18 - 22	176	96.7
23 - 26	4	2.2
27 - 30	2	1.1
Total:	**182**	**100.0**

Table 1 shows that 176 out of 182 respondents (96.7%) are 18-22 years old, 4 (2.2%) are 23-26 years old and 2 (1.1%) are 27-30 years old. According to the findings, it can be deduced that the majority of the respondents to the online survey conducted by the researchers using Google Form were between the ages of 18 and 22. The frequency of 176, which is comparable to 96.7%, shows that this was the case.

Table 2 Frequency and Percentage distribution of the Respondents' profile in terms of their gender

Gender	Frequency	Percentage

Male	47	25.8
Female	135	74.2
Total:	**182**	**100.0**

Table 2 reveals that 135 out of 182 respondents (100%) are female and 47 (25.8%) are male. According to the findings, it demonstrates that the majority of the respondents that the researchers had questioned online using Google Form were female with a frequency of 135, which is comparable to 74.2% of the total respondents. This illustrates that women are more participative in answering online surveys.

According to (Jackson et al., 2001), gender can profoundly shape behavior online, as proven by several researchers, and has been correlated to online activities. According to some researchers, females are more inclined to engage in social and information-sharing online activities, whereas males are more likely to participate in online engagement that involves information seeking (Ervin et al., 2001). As stated by (Moore & Tarnai, 2002) women are more likely to participate than men in an online survey.

Table 3 Frequency and Percentage distribution of the Respondents profile in terms of their Monthly Income

Monthly Income	Frequency	Percentage
10,000 below	103	56.6
10,000 - 20,000	48	26.4
21,000 - 30,000	23	12.6
31,000 and above	8	4.4
Total:	**182**	**100.0**

Table 3 shows that 103 out of 182 respondents (100%)have less than 10,000 monthly income, 8 (4.4%) are earning 31,000 and above every month. According to the findings, it demonstrates that the majority of the respondents that the researchers had questioned online using Google Form earn less than Php 10,000 per month with a frequency of 103, which is equivalent to 56.6% of the total population.This illustrates that most of the student's families just have enough to provide for the needs of their family.

According to the results in table 3, the majority of the Respondent's family's income is less than Php.10, 957. On Thursday, the Philippine Institute for Development Studies (PIDS) unveiled the country's income class classifications, that the government has used to classify households into different social groups according to ABS-CBN news (2020). PIDS president Celia Reyes said during a conference on the Senate Budget that Philippine households are categorized as wealthy or impoverished depending on their total monthly income, with monthly payments of less than P10,957 being considered poor. Researchers discovered that the majority of the Respondents' family social classes were poor in this analysis.

Table 4 Frequency and Percentage distribution of the Respondents' profile in terms of their Course

Course	Frequency	Percentage
Bachelor of Technology and Livelihood Education Major in Home Economics	56	30.8
Bachelor of Technical-Vocational Teacher Education major in Drafting Technology	66	36.3
Bachelor of Technology and Livelihood Education major in Industrial Arts	60	33.0
Total:	**182**	**100.0**

Table 4 presents the frequency and percentage distribution of respondents' profiles in terms of their course. Based on the information gathered by the researchers using Google Form, there are 66 (36.3%) respondents from the Bachelor of Technical-Vocational Teacher Education major in Drafting Technology, 60 (33.0%) respondents from Bachelor of Technology and Livelihood Education Major in Industrial Arts, and 56 (30.8%) respondents from Bachelor of Technology and Livelihood Education major in Home Economics. Based on the data gathered by the researchers, Drafting Technology students are more likely to engage in an online survey than in other courses.

Table 5 Frequency and Percentage distribution of the Respondents' profile in terms of their Year Level

Year Level	Frequency	Percentage

1st	72	39.6
2nd	58	31.9
3rd	52	28.6
4th	0	00.0
Total:	**182**	**100.0**

The frequency and percentage distribution of the respondents are presented in Table 5, which is organized according to their year level. According to the data that the researchers collected using Google Form, there were 72 respondents from the first year (39.6%), 58 respondents from the second year level (31.9%), and 52 respondents from the third year level (28.6%). The proportion of respondents from each level is as follows: There was not a single respondent who had information from the fourth-year level. According to the information acquired by the researchers, the vast majority of those who participated in the survey and provided responses were in their first year of study. This indicates that first-year students are more participative in answering online surveys than higher year levels.

Table 6 Frequency and Percentage distribution of the Respondent's profile in terms of their Previous GPA

Previous GPA	Frequency	Percentage
1.00 - 1.25 - excellent	128	70.3
1.50 - 1.75 - very good	48	26.4
2.00 - 2.25 - good	6	3.3
Total:	**182**	**100.0**

GPA mean = 1.32

The results of the survey are presented in the form of frequency and percentage distributions in Table 6, which can be seen here. It is important to point out that the majority of the prior grade point averages ranged from 1.00-1.25 and were considered outstanding by 128 of the total respondents (70.3 percent). This is then followed by the 1.50-1.75, which is very good, the 2.00-2.25, which is good, which equals 48 or 26.4, and the final 6, which equals 3.3. According to the information that was compiled, the mean cumulative grade point average is 1.32.

Table 7 Mean and Standard Deviation results of the Respondents' responses on How do college students plan or manage their time?

How do college students plan or manage their time?	Mean	Standard Deviation	Degree of Response
1. I tend to put things off until the very end.	3.1703	1.11672	sometimes
2. Throughout the day, I focus on the activities that are the most important.	3.7967	.93276	often
3. Every week, I make sure to schedule some time in my calendar to plan out the following week.	3.3626	1.02474	often
4. I participate in meaningless meetings.	2.5934	1.16085	sometimes
5. I make sure to leave room in my agenda so that I can accommodate unforeseen events.	3.3077	1.03734	often
6. I select which activities are most essential to me by making goals for myself.	3.7033	1.00819	often
7. I put off doing things that are either tough or that I don't particularly enjoy.	3.1758	1.00819	sometimes

8. I make it a habit to set out time in advance for the activities that are most vital to me.	3.7033	.96336	often
9. work late at night or on weekends to fulfill deadlines.	4.0824	1.00211	often
10. Trying to locate things takes up more time than I would like it to.	3.6319	.92937	often
11. It often seems as though my day is consumed by email.	3.0934	1.12582	sometimes
12. When it comes to each endeavor, I inquire to myself, "Is this the most productive use of my time at the moment?"	3.3791	1.14872	often
13. Because I have so many tasks on my to-do list, I am constantly feeling overwhelmed and stressed out.	3.8956	1.06946	often
14 How often do I put things off till later?	3.8681	1.03751	often
15. My workday is always being disrupted by things like email, Facebook, Tiktok, YouTube, guests, and phone calls. Other interruptions include k-dramas.	4.0659	.97824	often
Weighted Mean	**3.521967**	**1.045519**	often

Table 7 presents the findings of the survey that asked how college students plan or manage their time, along with the mean and standard deviation for each response. The ninth statement, "I work late at night or on weekends to accomplish deadlines," received the highest mean score of 4.0824, with a standard deviation of 1.00211. This statement is frequently used to indicate a quality description of Good time-management abilities. It is clear from this that college students frequently put off their work until the last possible moment in order to complete it. The fourth statement, "I attend unproductive meetings," received the lowest mean score of 2.5934, with a standard deviation of 1.16085 describing the frequency as sometimes, and a quality description of having slightly strong time-management abilities. It is a sign that students in higher education institutions lack organizational skills and have a propensity to attend meetings that are not necessary. The response on the category of how college students plan and manage their time got an overall mean of 3.521967 and a standard deviation of 1.045519, which is often denoted with a quality description of good time management skills. The response also received an overall mean of 3.521967 and a standard deviation of 1.045519.

Table 7 illustrates how students manage their time, and they agreed that they often misused their time in an unproductive way. Today's learners have so many activities on their plates that they are unable to manage their time according to their priorities. One of the reasons many students fail to manage their time is because of addiction to gadgets, and social media eats up their time and prevents them from being productive. Problems with time management are extremely common among college students, and one of the primary reasons for this is a general lack of seriousness and concentration. Students often see their time in college as a free period during which they should focus solely on having fun and not worrying about their academic duties. They do not care about their grade point average or their overall performance. As a consequence of this, when they are not concentrating on their academic achievements, they squander their time engaging in things that will not assist them in climbing the professional ladder. (Mullana, 2020). According to (Segue To College, 2020), College students spend a substantial amount of time during the day. They could be on social media, surfing the web, watching movies, etc. They are forced to stay up late to complete their tasks because they mismanaged their time. Online learning increases the desire to procrastinate, and its prevalence is disadvantageous to students' learning and performance. (Rakes & Dunn, 2010). According to (Yilmaz, 2017), procrastinating is only beneficial to students who are enrolled in online learning because they have access to easily available materials.

2. Is there a significant relationship between the academic performance of the students and their ways of managing their time?

Table 8 Pearson Moment Correlation result of the significant relationship between the academic performance of the students and their ways of managing the time

Variables	N	Correlation	Sig.	Decision	Interpretation
Previous GPA	182	0.139	0.061	Not Significant (Accept Null Hypothesis)	No Relationship

Table 8 details the findings of a Pearson Moment Correlation analysis that investigated the significance of a correlation between the students' overall academic performance and their previous grade point averages. The correlation between the variable previous GPA and the above table is .139, and the significance value is .061, which indicates that there is no meaningful association between the two. It concludes that there is no correlation between the academic achievement of students and the methods in which they organize their time, which means the null hypothesis has been proven correct. This indicates that students' past grade point averages are not affected by the academic performance challenges presented by learning online. The findings of this study run counter to the findings of another study (Britton & Tesser, 1991), which found that there is a connection between short-term planning and student grade point average (GPA). These findings imply that students who actively engage in activities related to time management are more likely to benefit academically from their participation in such activities.

Table 9 Pearson Moment Correlation result of the significant relationship between the profile of the students and their role of time management

Variables	N	Correlation	Sig.	Decision	Interpretation
Previous GPA	182	0.139	0.061	Not Significant (Accept Null Hypothesis)	No Relationship
Age	182	.258(**)	.0009	significant Reject Null	Fair degree of
Gender	182	.784(**)	.0004	significant Reject Null	Strong relationship
Monthly Income	182	.813(**)	.0002	significant Reject Null	Strong relationship
Course	182	.913(**)	.0001	significant Reject Null	Strong relationship
Year	182	.891(**)	.0002	significant Reject Null	Strong relationship

The Pearson Moment Correlation result showing the significant association between the profile of the students in terms of their age, gender, monthly income, course, and year level, and their participation in time management is presented in Table 9. This table also includes the students' ages and genders. The data presented in the table that is located above reveals that the first variable, age, was found to have a decent degree of link based on its correlation of .258 and its significant level of 0.0009. This indicates that there is a strong relationship between the age profile of the students and the role that they play in managing their time, hence the null hypothesis is refuted and the relationship is shown to exist. With a correlation of .784 and a significance level of 0.0004, gender is indicated to have a strong relationship, and this proves that there is a significant relationship between the profile of the students and their role of time management in terms of gender. This results in the rejection of the null hypothesis and proves that there is a significant relationship between the two variables. Thirdly, the variable monthly income is revealed to have a significant link based on its correlation of .813 and its significance level of 0.0002. This indicates that the relationship is quite strong. The null hypothesis that there is no significant association between the profile of the students and their participation in time management in terms of their monthly revenue is refuted as a result of this finding. In addition, the correlation between the fourth variable course, which was .913, and the significance level, which was 0.0001, revealed that there was a substantial association between the two. The null hypothesis that there is no significant association between the profile of the students and their role in time management in

terms of its course is refuted as a result of this finding. The final variable disproves the null hypothesis, which demonstrates that students' time management has a significant relationship with their demographic profile in terms of their year level. This is demonstrated by the fact that the correlation is .891, and the significance level is 0.0002, which interprets the relationship as a strong one. According to the conclusions of the research, there is a considerable association between students' academic achievement and the students' ability to manage their time effectively as well as their demographic profile.

The findings that are presented in the table provide the researchers with assistance in determining the factors that may have an effect on the students' ability to manage their time effectively during this pandemic. It is clear that there is a substantial connection between the sociodemographic profile of the students and the methods in which they handle their time management responsibilities. According to (Milun, 2011), although the structure of classes differed slightly in two distinct age-based divisions of the sample, older students greatly exceeded their younger peers in terms of academic performance. The result of the study in terms of age is contrary to the study of (Ziapour et al., 2015), which states that there is no significant correlation between the age of the participants and their time management skills. Female students were better at time management compared to men (Misra & McKean, 2000). Similar to the study of (Lokam,2007), which proves that females are more effective at handling their time than males. This result contradicts the study of (Saketi & Taheri,2010) which states that there was no difference in the abilities of men and women when it came to time management. According to the study conducted by (Lacour &Tissington, 2011), they concluded that poverty has a direct effect on academic achievement because there aren't enough resources for students to be successful. This means that low academic achievement is closely linked to a lack of resources, especially financial resources.

Summary of the Qualitative Feedback

Respondents' responses to this question are almost similar to each other, they have the same thoughts on how important time management is for students on distance learning during the pandemic. Numerous students responded that time management is critical in distance learning. It is a necessary skill for students to practice managing their priorities and avoid procrastination. Time management enables respondents to work more efficiently, which enables them to complete their tasks on time. Additionally, some respondents stated that effective time management helps in reducing stress and avoiding sleep deprivation.

Limitations

This study limits the investigation of the role of time management in the academic performance of college students during the pandemic. Researchers determined the correlation between the age, gender, monthly family income, course, and the students' grade point average from the previous semester. This study focused mainly on the 182 respondents who are presently enrolled this academic year 2020-2021 at the Department of Technology Teacher Education in the College of Education at Mindanao State University- Iligan Institute of Technology.

Conclusions

Time management is a significant academic and administrative difference between formal and online education. This research aims to identify the role of time management in the academic performance of college students during the pandemic. The overall collected data via Google forms revealed that respondents are easily distracted by gadgets and social media platforms, preventing them from completing their tasks. Respondents frequently procrastinate and stay up late at night to meet deadlines; this indicates that, despite their inability to manage their time effectively, they could still pass the requirements at the last minute. The data showed that students' grade point average during the pandemic is unaffected by how students manage their time, indicating that students are capable of meeting their academic responsibilities despite their lack of time management skills. Researchers also conducted a statistical analysis to assess whether there is a significant relationship between the students' socio-demographic profile in terms of (age, gender, financial income, course, and year level) of the students and their ability to manage time in times of pandemic proven to have a significant relationship. The data revealed that the respondent's family monthly income which is 10,000 pesos below is considered insufficient to ensure students' comfort during an online class that affects their time management. In terms of the college program or course, research shows that if you lack genuine passion for your chosen field, you will eventually lose motivation. You may have difficulty attending lectures and completing assignments that would affect your academic performance. In the qualitative survey researchers conducted, respondents give comments on how important proper time management skills are for the student. This signifies that even when students lose focus excessively, they still believe that managing their time effectively may still help in achieving academic success, especially during distance learning. In conclusion, despite the respondents' individual difficulties with time management during the

pandemic, the vast majority are still able to achieve or maintain their grades. However, students should be aware of time wastage and take responsibility for enhancing their time management skills and maintaining their grade point average.

Recommendations

Researchers had summed up some key points to be carried out for future use, the following recommendations were suggested:

To the Teachers
As a result of the pandemic, many learners usually struggled with time management during distance learning. Faculty and staff could support learners in becoming motivated by enhancing and organizing their learning techniques that would help the students stay focused and directed.

To the Institution
The school might strengthen and enhance their student support by providing training for students to learn how to make the best use of their study time. Providing various techniques for effectively managing their time. Providing positive reinforcement for students to stay motivated.

To the Students
Students should be taught time management skills, particularly during a distance learning setting to help them avoid mismanagement of time and procrastination that might affect their school performance. Learners should be given seminars relating to how to manage their time properly.

To the Future Researchers
Face-to-face classes had stopped during the pandemic and distance learning was implemented. This research serves as a reference for future researchers in determining the factors that affect students' time management skills. Since the researchers only focus on the role of time management in the academic performance of the students, the researchers recommend that the future researcher will conduct a study about effective time management strategies for students using the results in this study.

Implications

Students spend the majority of their time on social media and other non-essential activities, but their grade point average is unaffected by how they manage their time; nonetheless, this may affect their academic performance if they continue to do so. Despite time constraints, disadvantaged working students must acquire time management in order to balance their academics and side jobs. Students should be given sufficient time to complete their assignments so that they are not pressured during submissions. To succeed academically through distance learning, students must establish strong time management abilities. Students must divide their free time, extracurricular activities, household duties, and academic responsibilities.

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